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ABSTRACT

The ideas contained in this book provide a sampling the tutor can do in the study center. These activities include: (1) thinking games; (2) reading and language skills; (3) vocabulary building games; (4) math games; (5) spelling practice, games, and additional techniques, and, (6) "fun." The user of the book is advised to: (1) refer all discipline problems to the supervisor; (2) make sure that explanations and directions are clearly given; assume that if the student does not understand, one needs to rephrase one's technique or explanation; (3) point out errors casually and with acceptance since criticism can destroy self-confidence; (4) concentrate on helping the child learn to read, rather than correcting speech patterns; (5) be alert to a child's loss of interest in what he is doing; (6) note that it is helpful to end the sessions with a positive word about whatever the child has achieved during the session--no matter how small; (7) get to know the interests of one's students; and, (8) be conscious of asking questions that encourage long word answers, rather than one word answers. (Author/JM)

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Tutoring Techniques for use in the Neighborhood Study Centers

UD 012505

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neighborhood study center and teacher aide program

VOLUNTEER GUIDE

INTRODUCTION

Close your eyes and think back to a time when you were in a classroom and the teacher asked you a question that you couldn't answer. All of the eyes in the classroom were focused on you. Remember the squirming--and the feelings inside your stomach as the silence continued? Finally, you either admitted you didn't know, or the teacher called on someone else.

When we talk about children and young people who are having trouble in school, we're talking about kids who experience such moments of failure frequently. And a sense of failure is not just a mental awareness--often it's in the stomach and maybe in a hot and red, embarrassed face. There are lots of opportunities for embarrassment if you're in the 4th grade and don't know how to read.

How do you, the tutor, help in this situation? Obviously the first task is to discover where the student is having the greatest difficulty. Then, working from homework assignments and techniques like the ones suggested in this booklet, you begin to provide assistance.

We urge you to look over the tutoring suggestions carefully and refer back to them as you establish a working relationship with the student. The first section of this booklet offers some guidelines that we urge you to keep in mind as you begin your tutoring experience. Following this list of guidelines is a series of practical suggestions for use in the study centers. Included are thinking games, language exercises, math exercises and a section on things to do just for fun.

You will find that most all of these suggestions are designed for the elementary school child. These are the children who are most likely to forget to bring their homework and who will be restless for something to do. By familiarizing yourself with some of the ideas compiled in this booklet, you will have something to draw on when these situations arise.

The ideas contained in this book only provide a sampling of things you can do in the study center. They are intended to give you some groundwork and to encourage you to develop ideas of your own. Use what seems appropriate, and disregard the rest. Good luck!

TABLE OF CONTENTS

Qualities Needed in the Tutor	Page 1
Thinking Games	Page 2
Reading and Language Skills	Page 6
Vocabulary Building Games	Page 9
Math Games	Page 12
Spelling Practice, Games, Additionas Techniques	Page 16
Fun	Page 20

QUALITIES NEEDED IN THE TUTOR

As a tutor you are expected to:

1. Respect your students.
2. Show complete confidence in their ability to learn.
3. Remember that your responsibility is to help your student develop positive attitudes toward himself, society, and his education.
4. Praise your students achievements, no matter how small. These students have known enough of disappointment and failure.
5. Show patience--this is a long, slow process.
6. Be adaptable. You'll probably be working in a large, noisy room with limited materials and equipment. Accept these limitations and do the best you can.
7. Improvise. Large sheets of white paper will substitute for a blackboard. Learning games can be played when a child is turned off to traditional types of academic endeavor.
8. Be prompt.
9. Be regular in your attendance. This is essential. If you cannot make it on a particular night, give your supervisor a call.

GENERAL INSTRUCTIONS

1. The study center atmosphere is relaxed and friendly. Refer any discipline problems to your supervisor, so that you may maintain friendly, non-judgmental relations with the child.
2. Make sure your explanations and directions are clearly given. Assume that if the student does not understand, you need to rephrase your technique or explanation--don't blame the problem on the student.
3. Criticism can destroy self-confidence. Point out errors casually and with acceptance. If necessary, teach and reteach the rule, but don't make an issue of the error itself.
4. Some of your students will have dialects and accents. Concentrate on helping the child learn to read, rather than correcting speech patterns. Your student's speech is completely appropriate within his own environment, it is not your responsibility to change it.
5. Be alert to a child's loss of interest in what he is doing. Some children have an interest span of an hour--others, 3 minutes. Change the pace or materials when interest wanes.
6. It is helpful to end the session with a positive word about whatever the child has achieved during the session--no matter how small.
7. Get to know the interests of your student. A boy who does not like math may love to talk about batting averages. Use this interest.
8. Be careful about the way you approach your student. If you ask, "Do you want to -----?" the answer may be "no." If you ask, "What do you want to do?" the answer may be "Go to the snow." It is probably better to offer alternatives -- "Do you want to read today or work on math problems?" "Do you want to work on that map or would you rather play Scrabble?"
9. Be conscious of asking questions that encourage long word answers, rather than one word--"yes-no" answers. It is important that children learn to verbalize their ideas and feelings. Example: "Tell me about what you did last night." "Tell me about your favorite TV show."

THINKING GAMES

Sometimes our public schools have been criticized for stressing the learning of facts and figures rather than the learning of reasoning processes. It is essential to a child's development that he be encouraged to use his own thought processes to solve problems and increase awareness. This section offers a few examples of ways to stimulate the child's thinking.

SEQUENCES

In building a house for your dog, which of the following would you do first, second, third, and so on.

Paint the house.
Figure out how much lumber you will need.
Saw the lumber for the parts of the house.
Decide on the measurement of the house.
Put your dog in it.
Fasten the parts together.
Decide on the kind of lumber to be used.
Decide where to buy the lumber.

Understanding Sequences - "Skippy forgot sometimes. He tried very hard to remember everything, but he just couldn't. Do you ever forget things? Well, Skippy does, too. Do you remember most things? So does Skippy. One day, Skippy's mother decided he was old enough to take a bath and get ready for bed all by himself. There were ten things for Skippy to remember. He had to plug the tub, turn on the water, turn off the water, take off his clothes, (you pantomime all this) get into the tub, scrub with soap, rinse off with a wash cloth, pull the plug and get out, use his towel and put on his pajamas."

Then you rehearse these with the kids. They pantomime and they rehearse until they've pretty much got the idea of what the things are, and then you launch into the story:

"Let's see if Skippy will remember everything as well as you did. Monday night Skippy tried very hard to remember everything. He plugged up the tub, turned on the water, took off his clothes, got into the tub, scrubbed with soap, rinsed with the wash cloth, pulled the plug out, used his towel, put on his pajamas. Do you think he remembered everything?"

If the children don't volunteer that he forgot to turn off the water, you just go on with the story . . . He was just about to tell his mother that he remembered everything when he looked and saw a lot of water running out of the top of the bath tub. What did he forget to do?

PROBABILITY GAMES
(popular from youngest grade school age to age 11)

Ten red marbles and ten yellow marbles are spread on a table. The tutor puts eight red marbles and one yellow marble into a bag and shakes it well. The bag is handed from one child to the other; each has to guess the color of the marble he will draw from the bag. After a marble is taken out and its color noted, it is put back into the bag. The little children are

greatly surprised that the answer "red" remains the safer bet, draw after draw. The tendency to switch the prediction is very strong.

A more advanced modification of the game is to let the bag gradually become empty by putting the chosen marbles on the table. In this way the probability of drawing a red marble will change as the game progresses. With older children it is possible to increase the difficulty of the task by not displaying on the table the marbles that have been taken out. The children have to keep track mentally of the remaining proportion of red and yellow marbles.

MYSTERY SOLVING

These exercises bring up the question of what kind of assumptions we make in our thought processes. You may want to talk about "assumptions" after working out these problems.

Give the students these clues: You walk into a room where a crime has been committed. The only evidence you have is water on the floor, broken glass, and a body. What happened? (Inform the children that they can ask you only questions which can be answered with "yes" or "no.") The answer: (The cat knocked over the goldfish bowl and the body is the fish.)

A lady dressed in black walks into a jewelry shop and asks to see a necklace. When the jeweler opens a drawer to get out some necklaces, she sees a black scarf in the drawer, whereupon she pulls out a gun and shoots the jeweler. Why? (Again, answer only yes or no type questions. The answer: The woman's husband had killed a man. In return, he was sentenced to be hung. The town executiner who did the hanging wore a black scarf sono one could recognize him and get revenge. The woman, dressed in black to symbolize mourning, recognizes the scarf and kills the man who executed her husband.

You are in a room made of steel walls with no windows and a door made of cement three feet wide with steel bars across it. How can you get out? (Open the door and walk out--nothing was said of it being locked.)

Quickies: If a rooster laid an egg on the very peak of a roof that slanted down on both sides, which side would it roll down? If a plane crashed right on the border of Mexico and California where would they bury the survivors?

RECOGNIZING BY TOUCH

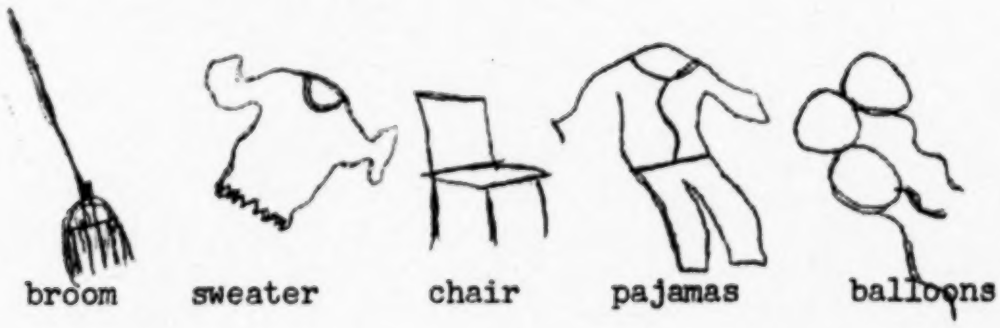
The purpose of this game is to sharpen the childs intelligence in handling objects that he must recognize by touch. For this game you need a box and two identical collections of small objects, with one collection displayed on a table and the other concealed in the box. The point is to have children look at a single object in one collection and find the identical object in the other collection. To make the task challenging, see that the chosen objects are similar in shape but have small differences. Various kinds of spoons with a a variety of designs, sizes, and materials can be used, or a collection of cutout triangles differing in size and material, or identically shaped pieces

Recognizing by Touch, con't.

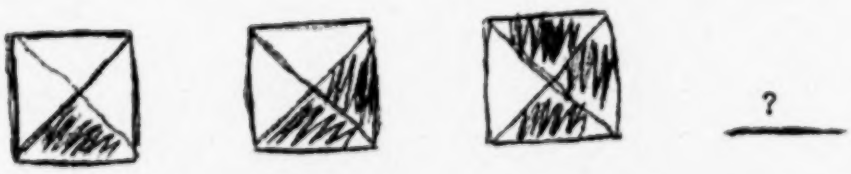
of sandpaper of various grades. This can be a difficult task, and many mistakes will be made. But children are often fascinated by it.

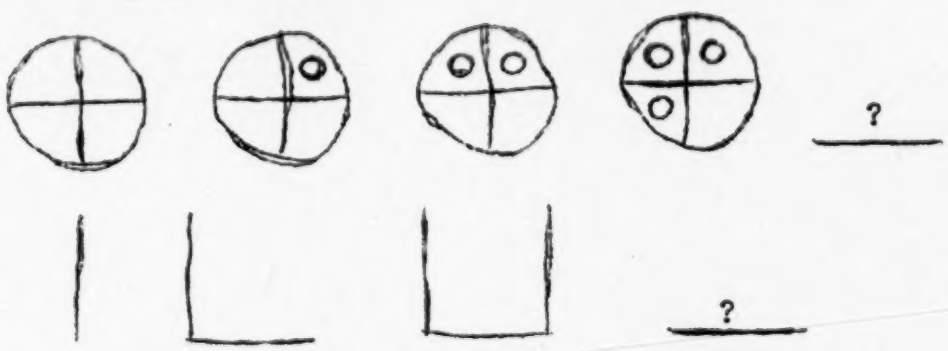
For very young children -

Which could you pack in an ordinary suitcase?



What comes Next? In each group, look at the steps across and tell what comes next.





3, 6, 9, 12, 15, ____?____

A, Z, B, Y, C, ____?____

Here's a mind stumper for high school students and tutors.

MURDER IN SAN FRANCISCO

Jack Donovan was killed in San Francisco, March 17, 1968

Shorty, Hank, Tony and Joe were arrested on suspicion and questioned by the police.

Each one of these men made three statements of which two were absolutely true, one false. One of these men killed Donovan. Which one?

Shorty: I am Innocent
Hank is the man you want.
I never owned a gun.

Hank: Shorty lied when he said I'm the man you want.
I didn't kill Donovan.
I was in Sacramento on the 17th.

Tony: The murder was committed on St. Patrick's Day.
I was in Sacramento with Hank.
One of us is guilty.

Joe: I never killed anyone.
Shorty didn't kill Donovan.
None of us is guilty.

In case you get stuck, some clues:
1) start with Joe, 2) St. Patrick's day is March 17th, 3) Hank's first two statements say essentially the same thing.

READING AND LANGUAGE SKILLS

Helping a child or young person become more adept at reading and language skills is one of the most helpful things that you as a tutor can do. In the following pages you will find suggestions of ways to make language development more interesting to the child.

Reading Suggestions:

1. If a child is reading orally, record all the words he misses on flash cards, so he can study and practice these words.
2. Have the child make up sentences using the difficult words in his reading.
3. Frustration level: If a child is missing ten or more words out of a hundred, the book is too difficult - try to find more appropriate reading material if that is possible.
4. Many children like to be read to. Seek out books that acknowledge the minority child's existence. In reading a story, get the child to verbalize, ask him what the cover tells him about the story. After you've read the story ask him to describe what happened. Ask him to describe the characters (after you're sure the word "character" is understood.)
5. Talk of sequences: What happened first? Then what? What after that? What happened last. Ask the child to think of a title for each part of the story.
6. Bring interesting pictures, and have the child make up a story based on the picture. Write down the story and then let the child read his own story.
7. When a child omits one or more words in reading a sentence, write on a paper the sentence as the child reads it. Above this, write the sentence as it appears in the book. Then ask the child to point out the difference between the two sentences. The child is thus made aware of the fact that each word has definite meaning and is of importance in the sentence.
8. Context Clues: The child may be trained to look beyond a word that he is stuck on to discover whether the following few words will give him any clue to the meaning of the problem word. Example: Mike lived on top of a h--- mountain. Tutor: "What word that starts with "h" might fit here?" Encourage intelligent guessing in a case like this. Completion sentences can be given to develop use of context clues. Example: R--- fell from the clouds. (run,rain,rat,roll)
9. Be aware of spending more time LISTENING to the child then talking to the child. By limited comments and questions at the right times you can make it possible for new ideas to come from the children.

PHONIC EXERCISES

Distinguishing the "wh" sound:

Say aloud the pairs below. Listen for the "wh" sound:

whine - wine
which - witch
what - watt
whether - weather
where - ware
whale - wail
why - y

Phonics exercises, con't.

Silent g before n

Say aloud the following words beginning with gn. Notice that the beginning word is n and that the g is silent.

gnaw gnarl gnu gnome gnat gnash

Silent k before n

knock know knew kneel knoll

Sounds of ough

Say these words aloud. Notice the different sounds made by ough.

bough though cough hiccough rough through

Notice that some of the words below are spelled with ought and some with aught. There is no difference in the sound--just the spelling.

caught sought naughty bought distraught fought
wrought haughty

Practice with the "th" sound

Say aloud the following words. Notice where the sound of the "th" appears in each word.

month thick faith thought wealth thin wealth thin

fifth thunder thing both think health south third

mirth growth

In each row make the sound of the letter, then say the name of each animal that begins with this letter:

d deer, duck, dog
t turtle, tiger, turkey
l leopard, lamb, lion

Pronounced the same--spelled differently (homonyms)

write - rite	berth - birth
dying - dyeing	past - passed
threw - through	capital - capitol
to - two	peace - piece
course - coarse	know - no
plain - plane	straight - strait
hear - here	principal - principle
sight - site	fair - fare

Phonics Con't.

Which of the following words contain the short "u"? Which the long?

fuzz	unison
unify	club
cup	ugly
universe	cluster
stub	hub
united	cute

Sounds of "i"

To the tutor: Draw a picture of a kitten and a lion (what do you mean you can't draw? Improvise!) Talk about the difference in the "i" sounds.

Examples of the short "i"

twig	if	knit	king
tip	equip	stiff	kink
wig	wing	milk	flint

Long sounds: nine bite tonight find side revise

Mixed List:

dish	chip	whip
light	fib	kiss
wise	side	abide
mist	lift	ripe

Do the same thing with long and short "a", "e" and "o"

apple and ape he and red sounds stone and clock

RHYMING

To make sure the child knows what you mean by rhyming:
Say aloud the words in each column. Which does not rhyme?

run	bite	stand	walk	lied
sun	sit	stamp	talk	hide
bun	hit	hand	tank	sighed
bite	pit	sand	chalk	size

Rhyming Game: Rhyme Time (2 or more players)

Each player, within a given time, has to think of as many words as possible that rhyme with the given word. Ask "How many words can you find that rhyme with _____?" And each player writes down his list until the time is up. The player with the longest list wins.

Another way of scoring is to give one point for each rhyme listed and one extra point for any rhyme not thought of by another player.

Conversation In Rhyme

The object is to keep a conversation going by responding, within a certain time limit, with a rhyme to anything said or asked by another player. It might begin like this:

Language section, Rhyming con't.

Player 1: How are you?
Player 2: As good as new.
Where did you go?
Player 1: Out in the snow.
What did you do?
Player 2: I tied my shoe.
etc.

One point is scored for each appropriate line. If a player cannot think of one, he may challenge the preceding player to supply one of his own. If the preceding player cannot do so, he is penalized two points.

Ad-Verse (All levels, 2 or more players)

Player 1: I went downtown
To see Mr. Brown.
He gave me a nickel
To buy a pickle.
Player 2: The pickle was sour;
So I bought a flower.
Player 1: The flower was dead;
So I got some bread.
Player 2: The bread was stale;
So I bought a pail.
Player 1: The pail was small;
So I got a ball.

(This could drive you up the wall after 15 or 20 minutes, but kids really like it)

VOCABULARY BUILDING GAMES

Iceman (Intermediate, 2 or more)

Player 1: What kind of ice would the world be better off without?
Player 2: Vice. What kind of ice is used as seasoning?
Player 3: Spice. What kind of ice is seen at a wedding?
Player 1: Rice. What kind of ice is easier to give than to take?
Player 2: Advice. What kind of ice do you gamble with?
Player 3: Dice. What kind of ice do cats relish?
Player 1: Mice. etc.

This game can be adapted to all levels, from simple words (like the above) to more complicated ones, such as "Am I too late to move around?
"Circulate. Am I too late to tell you?"
"Relate. Am I too late to pretend?"
"Simulate . . .

Concentration (All levels--2 only)

This game can be used to teach synonyms, antonyms, common phrases, or any desired combination of them. As its name indicates, it promotes concentration and requires a good memory.

Prepare a deck of cards containing matched pairs. The pairs selected will depend on what is to be taught. If antonyms are to be matched, cards might include (at the elementary level) fat and skinny, day and night, happy and sad, etc. If common phrases are to be matched, the cards may include ham and eggs, right and on, apple and pie, wishy and washy, etc. If homonyms are to be matched, pairs like aunt and ant, ate and eight, aye and eye, bare and bear, be and bee can be used.

Put one word on a card (ask your supervisor for a pack of index cards for making decks.) Forty cards--twenty pairs-- is probably enough.

All the cards, after being shuffled, are spread out face down on the table. The first player then picks up two cards at random and shows them to his opponent. If the cards make an appropriate pair, the first player places them face up on his side of the table and scores one point. He may then have another try at finding a matching pair. If he cannot do so, he must return one of them (after showing both to his opponent) face down to its former place.

The second player then takes his turn. The game proceeds until the last card has been picked up from the table.

Synonym, Antonym, or Homonym Card Game

This game is patterned after the child's card game of "war," except a different kind of deck is used. Make a deck of 52 cards, one word per card. The deck is divided between the players. The first player turns up a card and lays it face up on the table. Then the second player turns up a card. If the card he turns up is a synonym of the other (for example, if "big" and "large" are turned up), he takes his opponents card, starts a separate pile of paired synonyms face down, and turns up another card.

If the card he draws does not match his opponent's, the latter exposes another card from his pile. They go on taking turns one card at a time. Each time a player exposes a synonym of the card at the top of his opponents turned up pile, he takes the whole pile, placing it on his own pack. When all the cards in the stack are face up, they are turned face down again, and the game continues until one player has won all his opponent's cards.

Alphabetical Adjectives (elementary--3 or more)

This game introduces a child to one of the parts of speech--a word that describes. In addition to teaching spelling and the sequence of letters in the alphabet, it helps him to form coherent sentences.

Each player must try to describe himself or someone else in a series of adjectives whose initial letters follow an alphabetical sequence, like this:
"Jane is amusing, beautiful, charming, delightful, eager . . ."
Or each player may be called upon in turn to add an adjective to this list within a given period of time.

Alphabetical Nouns (elementary--3 or more)

In this variation the child is intruduced to another part of speech--the noun. Make up any statement that needs to be completed with the addition of a noun, like "I gave my girl some_____." 10

Now ask each player, in turn, to mention an appropriate noun, making up a series whose first letters follow an alphabetical sequence. Set a reasonable time limit for each reponse. Given the above statement, players could proceed as follows:

Player 1: Ants
Player 2: Bikinis
Player 3: Caramels
Player 4: Drums

A point is gained for each correct addition, and two points are forfeited for each error.

For developing concentration, you can have the players try to remember what has been said before. For example, the person who has to add a word beginning with "g" would try to think of all the words that have been said up to "g". Bonus points could be offered in this way.

Hidden Words (Intermediate--1 or more)

Each player must, within the time limit, form as many words as possible, consisting of four or more letters, from the letters of a given long word. Scoring can be done in one of two ways. A point can be credited for each word formed; or, to encourage the forming of longer words, a point may be given for each letter of each word formed. Thus, if the given word were TELESCOPE, six points would be earned for the word "closet" or "select", five for "scope," etc.

Scrambled Letters (Elementary-Intermediate: 2 or more)

With this variation, children can be given training in logical classification, practice in spelling, and a knowledge of the precise vocabulary of any given subject.

Begin by having the players decide on catergories of interest to them (sports, cards, toys, colors, countries, authors, flowers, fruits, musical instruments, etc.). Next, each player makes a list, in a given period of time, of all the words he can think of that are connected with any one of these catergories. Now the players scramble the letters of each of the words they have listed.

The first player then announces the catergory he has chosen and gives the scrambled letters of one of the words on his list. With these clues, the next player must unscramble the letters and form the correct word. For example, suppose a player chooses the catergory of sports. His list of scrambled letters might look like this:

SUSAHQ - SQUASH
TONABNIMD - BADMINTON
YERCARH - ARCHERY
TOAFLOLB - FOOTBALL
ETC.

Scrambled Letters, con't.

The number of letters in the word can be used as a basis for scoring. Thus, a player who successfully unscrambles the word EBDULHFAFSRO would get twelve points, while the player who unscrambles LOOP would get only four points. If a player misses, he earns no points, but he remains in the game. To add to the interest, set a time limit for unscrambling the letters.

Bonanza (Intermediate - played in a group)

This is an excellent game for teaching the difference in meaning between homonyms. One player goes away from the table, while the rest agree on a pair of homonyms. When the player returns, he asks each player a question in an effort to determine what the homonyms are. The responses must be so phrased as to require the use of either one of the homonyms, but the word "bonanza" must be substituted for them. From these clues, the player must discover the words that "bonanza" stands for.

Example: Using the homonyms "nose" and "knows"
The Guesser: Is it something you buy?
Player 1: You can buy a fasle bonanza, but not the real bonanza.
The Guesser: Is it something you wear?
Player 2: Everyone bonanzas he has a bonanza, but you can't wear a real bonanza.
The Guesser: Is it something you do?
Player 3: It's something you can do. Everyone here now bonanzas but you!
The Guesser: Is it something in this room?
Player 4: It's as plain as the bonanza on your face.

Good sets of homonyms for this game are "pries" and "prize", "pore" and "poor", "would" and "wood", "sail" and "sale", "read" and "red", "steal" and "steal", "tail" and "tale", "hour" and "our", and "flour" and "flower."

MATH GAMES

Games can be created to reinforce skills that have already been learned, or are being learned, in mathematics.

Fifty or Bust

This game can be played by second-graders on up. Three dice are needed for each game. Two children oppose each other, and each child needs pencil and paper to keep track of his score.

The first player rolls two dice and adds the numbers shown on the top sides. Then he rolls the third die and subtracts this number on the top side from the previous sum. The result is then recorded. If the number on the third die is greater than the previous sum, the player has a negative answer and goes in the hole for that round.

Math Games con't

The second player repeats the steps of rolling the dice and recording his score. Play continues until one of the players reaches 50 points. If a player makes a mistake in adding or subtracting, his opponent may challenge him. The opponent collects 10 points toward his score if his challenge is correct. The objective of this game is to strengthen addition and subtraction skills.

Make Twenty

Divide the group into pairs, with each pair using one die. (Obviously, you'll need a lot of dice for this game.) The first player rolls the die and states the number shown on the top side. The other player then turns the dice so that any one of the four adjacent sides is up and adds this number to the previous number. Then the first player turns the die once again to an adjacent side and adds the number on top to the previous sum.

A player wins by reaching 20 or by forcing his opponent to get a sum over 20.

The objectives of this game are two-fold. The first is to get the children to add quickly in their heads. Throughout the game, they'll be adding 5 and 6, 11 and 4, etc.

The second objective is a little more subtle. It is to get the youngsters to discover a strategy for winning the game. It won't take your youngsters very long to learn that the opposite sides of the die have numbers that add up to seven. Since they know the bottom number when they are looking at the top number, they'll learn to look and think before they turn the die to an adjacent side.

Once a child recognizes this "rule of seven," he will be able to use it to block his opponent from getting the exact number he needs to total 20. For example, say the score stands at 13. A player then knows that if he turns the three to total 16, his partner cannot win -- the four his partner needs to score 20 is now on the bottom of the die. He has successfully blocked his opponent since the die can only be turned to an adjacent side and the four is two sides away from the top. (If this sounds complicated, just try it once with a die and you'll see what I mean.)

This type of strategy strengthens problem-solving skills. The child learns to be careful after the sum reaches 12 and he learns to think about what numbers will force his opponent to play over or under 20. Whatever you do, don't tell your students about the strategy -- much of the value of this little game lies in letting the youngsters figure it out for themselves.

Math Games con't

Five cards are dealt face down to each player and the rest of the cards are placed in a pile in the middle of the playing area. The dealer begins by putting one card out face up on the table. The player to his left must play a card that makes 1 when it is added to the card just played. If the player can't make 1, he plays a card so that the sum is less than 1.

It is now the turn of the next player on the left. He, too, must try to make 1 or play a c rd that is less than 1 when added to the two cards on the table. Here's an example of the game: The dealer plays a 3/8 card. The child to his left plays 1/4. Now the sum is 5/8. The player to his left can make 1 by playing 3/8, if he has it. If not, he must play 1/4, 1/8 or 2/8, because with any of these fractions the sum is still less than 1.

If a child has no possible play from his hand, he must draw a card from the pile and give up his turn to the player on his left. The player who reaches the sum of 1 receives 10 points and the game starts again with the player to his left leading another card. The game continues until all the cards are played or until all participants are unable to play.

Whenever a youngster plays a card that makes the sum greater than 1, the other players may challenge; the card must then be taken back and the player loses 10 points from his score. The winner is the player with the most points.

The objective of this game is to practice using the fractional numbers in halves, fourths and eighths, and also to practice adding these fractions. A more advanced game can be created by making cards that represent thirds, sixths and twelfths. Percentages and decimals can also be used on some cards if the aim is to learn to name numbers in many ways.

Once you start to create a few games, you'll find ideas for other games. Also, pupils will start to invent their own games. It takes a little time to make the cards, but the reward is in having children practice on their own without direction from you.

Working with numbers for the young child.

Have the young child relate numbers to his own life. For example:

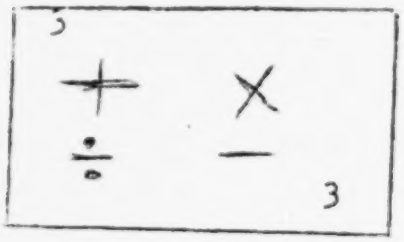
> Martha lives at 4339 (forty-three, thirty-nine) Spruce Street, Whaleton, Maine. Her telephone number is Chester 3-7639 (three, seven, six, three, nine) She was born in 1960 (nineteen sixty).
>
> These read these:
>
> > Columbus discovered America in 1492.
> > A house was sold for $12,876.75
> > Bob was delivering the package to 7539 Elm Street.
> > The operator asked you to return the call to 448-0792 in San Francisco.

Try a game of Dominoes - it stimulates mathematical thinking.

Math Games con't

Match the Number

This game is best for third-graders and up. Twenty-eight index cards are needed. On each index card numerals are written in opposite corners and symbols for addition, subtraction, multiplication and division are written in the middle (see illustration.)



The deck should include two cards each for numbers 1 through 10 and one card each for 11 through 18. (You can make a more advanced version of this game by also including one card each for numbers 19 through 28.)

Two or three children can play this game at the same time. One player deals out four cards face up to each player and places the rest of the cards face down in a pile in the middle of the playing area. The dealer turns over the top card of the pile.

The number on this card is the number each player must try to make using all four of his cards and any (or all) of the mathematical operations. The players who can make the number declare it and then explain the computations they used.

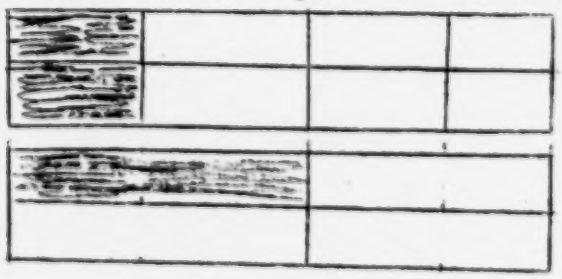
For example, say 16 is turned over as the card to be used for the answer and one player has cards 3, 4, 5 and 7. He proceeds: 4 times 5 is 20; subtract 7 is 13; and then add 3. The answer is 16. If a player makes an error in computation when he is explaining his solution, another player may challenge him. A correct challenge means that the original player must take back his cards.

If the players are unable to make the answer with their cards, they each discard a card from their hand and draw a new one from the pile. Then they all try again. The player who makes the answer receives that answer as his score, and the first player to total 100 points wins the game.

Note: It's possible that no player will be able to make the number even after all the cards have been drawn from the pile. When this occurs, the cards are shuffled again and a new game is started.

Make One

This game is for all children who understand the meaning of fractions and what is meant by halves, fourths and eighths. Two to four children can play. Thirty index cards are needed. Each card has a rectangular region on it and a fraction to represent the shaded part of the rectangle (see illustrations.)



The deck consists of two cards each of one-half, two-fourths, two-eighths, four-eighths and six-eighths; and four cards each of one-fourth, three-fourths, one-eighth, three-eighths and five-eighths.

SPELLING PRACTICE, GAMES, ADDITIONAL TECHNIQUES

Ghosts One member of a group of children begins spelling a word with one letter. The child to his left adds a letter; the child to his left adds another letter; and so on until a complete word is spelled. The person who gives the letter ending a word gets a "G". The person giving the letter ending a second word gets an "H". The first person to get all letters G-H-O-S-T-S loses.

Example: member 1 says "a". Member 2 says "d". Member 3 might say "d", in which case he completes a word and gets a "G" on him. He might add, instead of a "d", a "v", thinking of "advent", and avoiding getting a "G" on him.

Word and Picture Hunt The children open their readers to an assigned page with a picture on it. On paper, the tutor prints a list of words. The children read the words and associate them with the objects in the picture. For example, for a detailed home scene, such words as the following may be printed on paper.

girl	ice cream
children	pink
table	blue
window	dog
chair	mother
cake	baby

This may be either a written or an oral reading exercise. Oral work may be done with a reader. For a written exercise, a picture from an old book, magazine, or newspaper may be used. The children print the word under the object or place a small card with the printed word on it under the appropriate picture.

Card Drawing Print on cards words needing practice. Place the cards face down on the table. Children in the group take turns drawing cards and reading the words printed thereon. If it is misread, a card is returned face down to the bottom of the pack. The winner is the person with the largest number of cards when the stack is gone.

Airplane Draw a spiral path on a sheet of paper, with a hangar at the end of the path. Divide the path into sections in which are printed drill words. Two players have an object representing an airplane and duplicate sets of 1" x 2" cards with the same words that are on the path. The game begins with both airplanes in the lower left space and each player's cards face up. The first player reads the word on his top card. If the word is the same as the one in the first space of the path, his plane is moved to that space. If not, he may not move. His card is placed on the bottom of his deck and the other player takes his turn. The winner is the person whose airplane reaches the hangar first.

No Name Spelling Game Using the students spelling list of words from the
** Dolch list have the children copy each letter of each word onto a small square. Mix these letters and "deal" them out to each person. Taking turns they may either start a new word or add to an existing word. The first person to use all his cards wins. Be sure to keep the list in front of them where they may refer to it for correct spelling.

Initial Blends After initial consonant sounds have been learned, initial blends may be introduced. Tell the children to listen to first sounds in words pronounced. In a natural tone of voice pronounce words like "chill", "cheese", "chicken", "children", "cheat", "chop", "chimney", "chip", etc. Elicit from the children the sound of "ch". Other words with the same sound are given by the children. As the list of blends learned increases, children may draw from a box of cards on which are printed words beginning with the blends they know. The child who draws a card gives another word beginning with the same blend as the word he draws.

After two-letter blends are learned, three-letter blends can be given, such as those in spring, sprain, thrash, thrush, street, etc.

Riddles The tutor writes the name of one word family on the paper, such as "ame" family. She says to the children, "I'm thinking of a word that belongs to the 'ame' family. Can you guess what it is?" A child who responds uses paper and either writes a consonant in front of the family, or chooses a letter card from a deck to indicate his guess. For example, the child selects a "l" and says, "Is it 'lame'?" The tutor may then write the word "lame" on the paper, saying, "No, it is not 'lame'." Another child suggests another word in like manner, and writes it on the board under "lame", and so on, until the right word is found.

The tutor draws five squares on paper. In the left-hand corner of each, write a consonant and, beside each, a list of phonograms. The children are asked to give the initial sound and then form the words.

w	all	b	at	s	ail
	ay		all		ell
	ell		ell		ay
					ame
h	at	c	all		
	all		ame		
	ome		at		
			ake		

** See page 18 and 19

Spelling Practice, Games, Additional Techniques con't

Original Word by Word Stories The children sit in a circle. The tutor or a child starts off with a word, such as "Oscar". The next child adds another, repeating the first, as "Oscar was". Each child adds a new word until a complete sentence is given. The game can be continued along this general theme until a complete story about the initial word is given. For a very immature group, it may be advisable to give practice in single sentences before continuity in theme is stressed.

Writing Stories The child writes or dictates his own story, which the tutor prints. The child may then read this story and exchange stories with the other children. Later these stories may be bound into books.

Dr. Dolch compiled a list of words which appear in about 60% of the child's reading. Have the child practice these words -- they are basic.

WORD LIST

a	cold	have	my	stop
after	come	he	no	ten
all	did	help	not	that
am	do	her	of	the
an	don't	here	old	this
and	down	him	on	three
are	eat	his	one	to
around	fast	I	out	too
as	find	if	over	two
at	five	in	play	under
away	fly	into	put	up
be	for	is	ran	was
big	from	it	red	we
black	funny	its	ride	went
blue	get	jump	run	what
brown	give	know	said	who
but	go	like	saw	will
by	going	little	see	with
call	good	lock	she	yellow
came	green	make	so	yes
can	had	may	some	you
carry	has	me	soon	your

DOLCH WORDS con't

Harder Half (Should be fixed by the end of Second Grade. These are also known as the Popper Words, Group II)

about	every	long	round	today
again	fail	made	say	together
always	far	many	seven	try
any	first	much	shall	upon
ask	found	must	show	us
ate	four	myself	sing	use
because	full	never	sit	very
been	gave	new	six	walk
before	goes	now	sleep	want
best	got	off	small	warm
better	grow	once	start	wash
both	hold	only	take	well
bring	hot	open	tell	were
buy	how	or	thank	when
clean	hurt	our	their	where
could	just	own	them	which
cut	keep	pick	then	white
does	kind	please	there	why
done	laugh	pretty	these	wish
draw	let	pull	they	work
drink	light	read	think	would
eight	live	right	those	write

PICTURE WORDS

The 95 Commonest Nouns (Dolch)

airplane	children	hand	rabbit
apple	coat	hat	rain
baby	corn	head	ring
back	cow	hen	road
ball	dog	hill	school
barn	doll	horse	sheep
basket	door	house	shoe
bear	dress	kitten	show
bed	duck	leg	squirrel
bell	ear	letter	stick
bird	eggs	man	store
birthday	elephant	men	street
boat	eye	milk	sun
book	face	money	table
box	farm	monkey	tail
boy	father	mother	toys
bread	feet	nest	train
bus	fire	nose	tree
cake	fish	paper	wagon
cap	flower	party	watch
car	garden	picture	water
cat	girl	pig	window
chair	grass	pony	wood
chicken	hair	puppy	

FUN

Haiku

Haiku is a form of Japanese poetry that has become very popular with children. It consists of only three lines. The first line contains five syllables, the second line contains seven syllables, and the third line contains five syllables. Try having the children write some.

Birds are colorful
Wearing their jackets of blue
Perching on a branch.

Butterfly, why do
You glisten in the bright sun
Every day of spring?

Birds spreading fluffy
Wings coming out of their nice
Downy-soft bodies.

Colorful rainbows
Seen in the pink and gray skies
When rain stops pouring.

Animal Card Trick

Write down on a paper the following list of animals in this exact order: COW, DOG, HORSE, LAMB, LION, PIG, GOOSE, MOUSE, WOLF, FOX, BIRD, TIGER, and the phrase, THAT'S ALL.

Cut small cards, 2½ inches square, and write the names of the animals, one on each card. Make, also, a card with THAT'S ALL on it.

Arrange the cards, face up, in this order: HORSE, MOUSE, GOOSE, COW, TIGER, PIG, LAMB, DOG, BIRD, THAT'S ALL, FOX, WOLF, and LION. HORSE will be on the bottom of the pile and LION on the top.

Turn the cards over and hold them face down in your left hand, being careful not to disturb their order.

Hand the original list which begins with COW to one of your audience and ask him to read the names aloud in order, and you will spell them.

When he reads COW, take the top card of your pack and transfer it to the bottom of the pack, saying the letter C. Then transfer the next card to the bottom, saying O. Then the next, saying W. Take the next card and place it face up before your audience and say COW. Leave this card on the table. Next your friend will read DOG. Continue in the same manner, spelling the word and transferring the cards, one at a time, to the bottom of the pack, and then placing the next card on the table, face up.

When you have spelled TIGER and have placed it on the table, turn over the next card, which will read THAT'S ALL.

Riddles

What did the bird say when the cage broke? (Cheep! Cheep!)

What always weighs the same no matter how big it is? (A hole)

When does a man have four hands? (When he doubles his fists)

Fun con't

Why is winter the best time to buy a thermometer? (Because in summer they're a lot higher)

Where does afternoon always come before morning? (In the dictionary)

What has four legs, is gray, and has a trunk? (A mouse on vacation)

When does a teacher need dark glasses? (When she has bright children)

Is there a word in the dictionary that has all five vowels in it? (Yes, Unquestionably)

What is a cat called that drinks lemonade? (A sour puss)

How can you say Richard, Robert, and rabbit without any R's? (Dick,Bob & bunny)

What kind of paper is best to make a kite? (Fly-paper)

What did the mother firefly ask the teacher? (Is Junior very bright?)

There was a man who drove all the way from Maine to Illinois without knowing that he had a flat tire. How could he have done this?
(The flat tire was a spare tire)

What's a water cooler? (A thirst aid kit)

The longer I live
The smaller I grow.
You can stop what I'm doing
With just one blow.
What am I? (A candle)

What kind of house weighs the least? (A lighthouse)

Why can't they eat popcorn in the army? (Because there might be a colonel in it)

Why is a plum pudding like the ocean? (Because it's full of currants(currents))

What is the difference between a jeweler and a jailer? (One sells watches and the other watches cells)

Why were the Indians the first people in North America? (Because they had reservations)

When is a shoemaker like a doctor? (When he is heeling (healing))

Sometimes it is short
Sometimes it is tall
Sometimes you cannot
see it at all. What is it? (A shadow)

Fun continued

Where do sheep go to get their hair cut? (To the Ba-Ba shop)

What kind of driver never gets arrested by a policeman? (A screwdriver)

What is the difference between a teacher and a conductor? (A teacher trains the mind-a conductor minds the train)

There's nothing busier-yet it always finds time to go to a picnic. What is it? (An ant)

What flowers decorate a zoo? (Dandelion and tiger lily)

Say this three times, each time faster than before:

This snail's stale. His tail's stale. This snail's tail's stale. This snail's tail's still stale. This snail tale's stale.

Read this three times, each time faster than before:

Why try wine? Try tying twine. Tying twine tires? Try twisting twine or tying twists. Wrists tire? Try twice twisting twine. Twill's twine twisted; untwisted, 'twill untwine. Twist twill; 'twill twist. Untwist twill; 'twill untwist. Twist wrist; untwist wrist; rest wrist.

Read this three times, each time faster than before:

She's so selfish.
She should sell shellfish,
But shellfish shells
Seldom sell.

I twice priced iced ox tripe.
Price white-striped sox.
Write: "Right type of sliced tripe's price's right."
Typewrite: "Swipe tripe and white-striped sox."

* Resources used: Piaget for Teachers, Hans G. Furth, Prentice-Hall, 1970
Games to Improve Your Child's English, Abraham B. Hurwitz & Arthur Goddard, Simon & Schuster, New York, 1969.
Highlights, The Monthly Book for Children
Guidelines to Teaching Remedial Reading, Dr. Lillie Pope, Faculty Press, Inc. 1967